

The Cedars Academy

Performing Arts Drama Department

Manifesto 2026-27



Performing Arts Vision

As a subject the Performing Arts reach out and branch into the many facets of our day to day lives. They inspire conversations and create friendships through the discussions we have about what we watch on TV, listen to on the radio or see online and in theatres.

The performing arts teach us to be creative, reflective and resourceful in what we do, they enable us to speak with confidence in front of others as well as develop our emotional intelligence and empathy.

Arts and culture help tackle social injustice - theatres, museums, galleries and libraries are the beating heart of our towns and cities. Not only do they bring prosperity, they bring communities together and make life worth living. - Arts Council for England

Through the Performing Arts our young people within all LET schools are able to express a range of emotions within the safety of the classroom or studio. They are able to develop holistically and gain insights and experience into different ways of life. They can push boundaries and move beyond the safety of the familiar and conventional. To put it simply the arts matter.

"I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being". – Oscar Wilde

Drama Curriculum

Our broad and balanced drama curriculum has been designed around the three core areas of drama; performance, devising and appreciation. This curriculum recognises the role of drama in young people's lives and has been designed to inspire, challenge and motivate every student, no matter what their level of ability. The aim of the curriculum is to foster a love of the subject giving every learner an opportunity to experience the world of the theatre and everything that encompasses it.

Intended Outcomes

- ✓ Confident students who are able to enjoy a lifetime connection and appreciation of the Performing Arts disciplines.
- ✓ Students who show confidence in social skills and are able to engage positively in collaboration alongside self-reliance.
- ✓ Creative thinkers who are able to independently adapt, problem solve and offer solutions.
- ✓ Resilient students who are able to face challenges within and outside the Performing Arts.
- ✓ Reflective students who are analytical and able to evaluate their own and others performances and written work.
- ✓ Metacognitive learners who demonstrate self-motivation and self-regulation.
- ✓ Motivated and determined students who are fascinated with the world around them and how the arts contribute to their everyday lives.

Curriculum Overview Summary

Key Stage 3 curriculum

At the Cedars Academy we provide Drama one 50 minute lesson per week for KS3. Staffing within the department includes x1 specialist subject teacher E Carpenter, x1 ECT 1 Ben Davies and an experienced English teacher with Drama experience K Cragg. Within KS3 each unit of work is progressively built upon over time, starting with fundamental skills of performance and drama conventions required to perform a character. Key language for learning is embedded in schemes of work and knowledge organisers provided to enable vocabulary and knowledge rich learning. Quizzes are set alongside every topic to assess students understanding and appreciation to allow the course to have a mixture of theory and practical. This ensures our learners are equipped to succeed and progress into key stage 4 and 5, if they opt to do so.

Key Stage 3	Year 7 Year 7: 1 Lesson every week. Split into 3 units of work.	Year 8 Year 8: 1 Lesson every week. Split into 3 units of work.	Year 9 Year 9: 1 Lesson every week. Split into 3 units of work.
Term 1	Topic 1- Darkwood Manor <i>(LET COMMON CURRICULUM)</i>	Topic 1-Introduction to Blood Brothers <i>(LET COMMON CURRICULUM)</i>	Topic 1-DNA <i>(LET COMMON CURRICULUM)</i>
Term 2	Topic 2- Chicken <i>(LET COMMON CURRICULUM)</i>	Topic 2- Curious Incident <i>(LET COMMON CURRICULUM)</i>	Topic 1-Devising <i>(LET COMMON CURRICULUM)</i>
Term 3	Topic 3- Performing a Play Buggy Malone	Topic 3- Romeo & Juliet	Topic 3- Performing a Play Blood Brothers

Key Stage 4 curriculum

At KS4 the curriculum follows the OCR GCSE Specification which is split into 3 components.

- Component 1 (devising drama, 30%, 60 marks)
- Component 2 (presenting and performing texts, 30%, 60 marks, externally assessed) Assessed by an external (visiting) examiner.
- Component 3 (drama: performance and response, 40%, 80 marks, exam)

OCR Drama GCSE	Year 10	Year 11
Autumn 1st half term	Introduction to Theatre with a focus on genre and style. Exploring Blood Brothers by Willy Russell looking at act 1. Baseline assessment on characterisation.	Completing section 2 of the portfolio and review devised pieces and writing section 3 evaluation. Introduction to Live Theatre Review- watch ' <i>Things I know to be true</i> ' by <i>Frantic assembly</i> - Focus on plot, style, genre and context.
Autumn 2nd half term	Introduction to Presenting and Performing texts developing character and performance skills and introduction to writing a concept pro forma. Exploring Blood Brothers by Willy Russell looking at act 1 and focusing on historical/social/cultural context. Mock paper 1.	Devising drama complete portfolio . Introduction to presenting and performing texts, complete Concept Pro Forma question 1 and 2. Analyse and evaluate ' <i>Things I know to be true</i> ' - focus on design aspects. Mock paper 4.
Spring 1st half term	Presenting and performing text mock assessment and completion of concept pro forma. Exploring Blood Brothers by Willy Russell looking at act 2 and focusing on themes within the play and stage layouts and set design.	Developing presenting and performing texts, complete Concept Pro Forma question 3 and 4. Analyse and evaluate ' <i>Things I know to be true</i> ' – focus on characterisation Explore in more depth Blood Brothers considering actor/designer/director roles.
Spring 2nd half term	Introduction to devising drama and the exam paper, exploring and researching the given stimuli, start section 1 of the portfolio. Exploring Blood Brothers by Willy Russell looking at act 2 and focusing on lighting and costume design. Mock paper 2.	Presenting and performing text final assessment (external examiner) . Analyse and evaluate ' <i>Things I know to be true</i> ' – answering the question preparation. Mock paper 5.
Summer 1st half term	Creating and developing devised pieces, complete section 1 of the portfolio. Exploring Blood Brothers by Willy Russell looking at act 2 and sound design and how to answer the written paper.	Written paper preparation/revision. Written paper exam .
Summer 2nd half term	Devising drama final assessment and start section 2 of the portfolio. Exploring Blood Brothers by Willy Russell looking at act 2 and focusing on key characters. Preparing for the written paper. Mock paper 3.	Course completed

Extracurricular opportunities

As a creative subject, we aim to broaden and enhance student's holistic development through exposure to a wide range of drama styles and scripted pieces they might not otherwise experience. Cultural capital is in abundance within Drama through the rich extra-curricular opportunities that are offered. Students are offered the opportunity to attend workshops with visiting artists, theatre trips,

whole school productions, class sharing, options evening, open evening, transition day performances and Summer Arts Festival. We feel that it is these experiences that not only enthuse and excite students to study drama but provide a platform for our students to learn the qualities they need to flourish in our society such as leadership/public speaking/independent thinking/public performance/self-peer reflection/teamwork/respect.